Shifting Toward a Culturally Responsive Common Core: Reading, Writing, and Speaking *Grounded in Evidence* from Literary and Informational Texts

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Welcome and Background
About You

In the chat box, please share your:

- Name
- Role
- Something you celebrate about your culture

For example:
Quick Recap of Webinar 1

Well-Educated, Diverse Citizens

Text Complexity

Your Culture

Academic Language

Students’ Cultures

Culturally Responsive Common Core
Purpose

Examine the intersection of CCSS ELA Shift #2 and the foundations of culturally responsive practice
The Big Picture

Well-educated, diverse citizens prepared for the reading and writing demands of college and the workplace

Your culture

Students’ cultures

Read carefully and answer text-dependent questions

Write to inform and persuade based on evidence

Culturally Responsive Common Core
Why
What: Read carefully and answer text-dependent questions

What is said
RL & RI Standards 1-3

How it’s said
RL & RI Standards 4-6

What it means
RL & RI Standards 7-9
What: Read carefully and answer text-dependent questions

Not text-dependent:
• What do you like to do when it snows?

Text-dependent:
• Why was the snow piled high along the street?
What: Read carefully and *answer text-dependent questions*

Not text-dependent:
- Have you ever gone to the dentist for anything except a cleaning?

Text-dependent:
- What can you infer from the tooth on the ground?
Creating Questions for Close Analytic Reading Exemplars: A Brief Guide

1. Think about what you think is the most important learning to be drawn from the text. Note this as raw material for the culminating assignment and the focus point for other activities to build toward.

2. Determine the key ideas of the text. Create a series of questions structured to bring the reader to an understanding of these.

3. Locate the most powerful academic words in the text and integrate questions and discussions that explore their role into the set of questions above.

4. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.

Source: achievethecore.org
5. Consider if there are any other academic words that students would profit from focusing on. Build discussion planning or additional questions to focus attention on them.

6. Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.

7. Develop a culminating activity around the idea or learning identified in #1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.

Source: achievethecore.org
Which source **most likely** has the most useful information about the kinds of work that astronauts do while they are in space? Explain why this source **most likely** has the most useful information about the kinds of work that astronauts do while they are in space. Support your explanation with **two** details from the source.
Fun Facts

80% of the ELA Standards require students to be able to respond to text-dependent questions.

0% of the ELA Standards require students to be able to respond to make text-to-self connections.

20% of the ELA Standards require students to be able to respond to make text-to-text or text-to-world connections.
Please respond in the chat box

Rate your skill at developing text-dependent questions.

Scale
1: text-dependent super star
5: I miss text-to-self questions!
What: Write to *inform* and persuade based in evidence

Chester’s Way

*Chester’s Way* by Kevin Henkes is a story about two mice named Chester and Wilson. **They were best friends.** They played with each other. They reminded each other to wear sunscreen. They rode bikes with each other. They dressed the same way for Halloween. Chester and Wilson were probably best friends forever. I have a best friend his name is Chris we like to taking trips paying at our house.
What: Write to inform and **persuade** based in evidence

**States an opinion**

School Year Time

I do not think school should be year round. Do you think school should be year round? Without summer vacation students would not be able to go on family vacations. If a student wanted to go to a sleepaway camp they would not be able to do it. At camp you learn how to do things on your own. If school was year round older siblings would not have time to teach younger siblings how to swing or climb trees. Teachers would also not have time for vacation. Even if you are not at school you can still learn things. Teachers can also learn things outside of school. Kids need to get their energy out. They can get it out by doing big races. In summer it is very hot indoors and children would be thinking about outside and not school.

Children usually like warm or hot weather. I know that towards the end of the year I look forwards to summer vacation and I think other children do to. If a student wants to learn more things in the summer, they can take classes about that subject. I do not think school needs to be year round.
What: Write to inform and persuade based in evidence

Book Response on *Roll of Thunder, Hear My Cry*

*Roll of Thunder, Hear My Cry* by Mildred Taylor takes place in Mississippi in the 1930’s, a time when segregation was present. Some of the characters in this story are: the Logans (Cassie, Stacey, Little Man, Christopher John, Mama, and Papa), T.J. Avery, and Mr. Morrison. In the book, one of the characters, Mr. Morrison says, “In those years I suppose it was just as hard being free as it was being a slave.” In this book response, I am going to use examples from the book to help explain why I agree with that quote.

One of the examples to support the quote is Soldiers Bridge. Soldiers Bridge is a bridge on which white men have power over black men. The bridge has only one lane for only one car. If two people with the...
How much of the student writing you see informs or persuades, versus narrates personal experience?
The Big Picture

Well-Educated, Diverse Citizens

Your Culture

Students’ Cultures

Read carefully and answer text-dependent questions

Write to inform and persuade based on evidence

Culturally Responsive Common Core

Your Culture

Students’ Cultures

What

Who & How

Why
Who and How: Culture

Culture

- your culture
- your students’ cultures
- applying students’ cultures to tasks
Who and How: Applying Students’ Cultures to Tasks

- Draw curriculum from students’ histories, interests, families
- Model & practice code switching
- Embed multiple perspectives

Region X Equity Assistance Center at Education Northwest
Who and How: Applying Students’ Cultures to Tasks

- Draw curriculum from students’ histories, interests, and families
- Embed multiple perspectives
- Model & practice code switching

Region X Equity Assistance Center at Education Northwest
Who and How: Applying Students’ Cultures to Tasks

*What Our Teachers Need to Know*

Students experience the pressure of multiple expectations:
- Family roles and expectations
- Academics
- Social issues

You need to encourage students but *not overwhelm them*.

Students want to embrace being part of the community’s culture as well as part of their own cultures and ethnicities.

Examples of successful people need to include people with disabilities, or who are adopted, multiracial, LGBT, etc.

Don’t *focus* on just one student.
Don’t assume students know “their” history.
Be sensitive towards all cultural/ethnic groups.

Respect individuality—don’t stereotype.
- Talk about culture.
- Ask about activities/experiences.
- Ask about family events and traditions.

Cultural roots—second and third generations are not as versed in cultural history.

Don’t assume that students know some things and don’t know other things.

Use texting and email.

Enunciate names.

Form relationships with your students by:
- Conversations
- Saying *hello* in the hallways
- Checking emails and texts

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draw curriculum from students’ histories, interests, families

Applying Students’ Cultures to Tasks

model & practice code switching

embed multiple perspectives
How could the three examples shown be made more rigorous?
Please respond in the chat box

What other strategies have you found effective for developing and supporting students to respond to text-dependent questions?

What other strategies have you found effective for teaching writing to inform and persuade using evidence?
The Big Picture

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Your Culture

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Culturally Responsive Common Core

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Who & How

Why

What
Thank you!

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Upcoming Webinars: tinyurl.com/zur9vjn

Shift 3: Building Knowledge Through Content-Rich Nonfiction
   May 17, 2016, 2:00–3:00 p.m. Pacific Daylight Time

Please fill out the feedback form:
http://goo.gl/forms/7G48ukGsGS
Resources and References

Common Core Standards Appendix A
tinyurl.com/66n79bz

Achievethecore.org

Nationalequityproject.org

PBS Race: The Power of an Illusion
tinyurl.com/b3xq

Home Visit Guide
tinyurl.com/zbd6bq8